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## THE LABORATORY EQUIPMENT OF THE TEACHER OF ENGLISH

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One of the advances made of late years in the teaching of English is the demand for departmental equipment other than the instructor's training or library facilities. So rarely have external aids been insisted upon in the past that the necessity for them is not always recognized even today. Teachers of science have been more fortunate. Textbook instruction is no longer thought sufficient. In secondary schools as well as in colleges large sums are spent for apparatus, and visitors are shown laboratories almost perfect in their appointments. But the teacher of English is often supposed to regard the library as his only laboratory need. Although he has been adding to his knowledge of subject-matter and earnestly seeking better modes of instruction, his equipment has, until recently, remained as it was decades ago. It is the purpose of this article to note a few suggestions which may help to bring the teaching of English to its own.

### MAPS, PLANS, AND CHARTS

An evident help is a set of wall maps, including a map of America, one of political England, and another showing the British Isles together with the coasts of neighboring countries. Still others are historical maps, as Roman Britain, Saxon England, Celtic Ireland, England after the Norman Conquest. These

will all be shared, perhaps, with the department of history. But there can be procured for the teaching of English, especially, a language map<sup>1</sup> of the British Isles which indicates clearly the development of the standard language from earlier dialects. While tracing the historical development, the pupil can see the districts where dialects of interest today are spoken.<sup>2</sup> Southern, Midland, Eastern, Western, and Northern dialects are differentiated from each other, and from Irish, Welsh, and Gaelic. There are shown also the gradual advances of English into Celtic-speaking districts.

There can be secured in addition a large plan of London<sup>3</sup> indicating the relative location of historic places. This plan may well be used in connection with the pictures and slides mentioned below. Students of oral English will be interested in various charts and plates<sup>4</sup> showing the organs of speech and indicating the pronunciation of English sounds.

A small literary map<sup>5</sup> of England for the student's individual work will often prove helpful. A larger map for the wall is also available.<sup>6</sup> The use of maps of this nature has been more common in history classes than in English work.

#### REFERENCE BOOKS AND PEDAGOGICAL HELPS

Every high-school teacher of English should own a short history of England;<sup>7</sup> a work on classical mythology<sup>8</sup> with reference to English literature; a good manual of poetics,<sup>9</sup> and one on English

<sup>1</sup> From the Goder-Heimann Co., 623 South Wabash Ave., Chicago.

<sup>2</sup> As the Kentish dialect in Shakespeare's *King Lear*, the Devon dialect in Blackmore's *Lorna Doone*, or the Warwickshire dialect in George Eliot's *Silas Marner*.

<sup>3</sup> The Goder-Heimann Co.                      <sup>5</sup> Ginn & Co., Chicago, 10 cents.

<sup>4</sup> The Goder-Heimann Co.                      <sup>6</sup> Rand McNally & Co., Chicago, \$6.25.

<sup>7</sup> As, E. P. Cheyney, *Short History of England*, Boston, 1904; C. W. C. Oman, *History of England*, New York, 1900; G. M. Wrong, *The British Nation*, New York, 1910. (Wrong presents his facts in a thoroughly English setting.)

<sup>8</sup> For example, C. M. Gayley, *Classic Myths in English Literature*, 2d ed., Boston, 1911; H. A. Guerber, *Myths of Greece and Rome*, Chicago, 1893; Arthur Fairbanks, *Mythology of Greece and Rome*, New York, 1908.

<sup>9</sup> The following are useful: R. M. Alden, *English Verse*, New York, 1903; J. W. Bright and R. D. Miller, *The Elements of English Versification*, Boston, 1910; C. F. Johnson, *The Forms of English Poetry*, New York, 1910.

etymology;<sup>1</sup> one or more on literary criticism and interpretation;<sup>2</sup> one or more on pedagogy,<sup>3</sup> as well as some teachers' manuals.<sup>4</sup> These will not, of course, do away with the use of the reference library by teacher and pupil.

In schools where the system of textbook rental is in operation it is often well to have sets of supplementary texts, enough to provide each pupil with a copy. When a class is reading certain models of literary form there should be variation or alternation in the author or model studied. A change will yield results in the interest of the class, but how much greater the refreshment and consequent usefulness of the teacher!

In the intensive study of Shakespeare's plays it is sometimes found expedient to furnish each student with an unedited copy for use during tests. Since there are no notes or other helps available, he will be left entirely to his own resources, yet will be enabled to quote proof for the opinions expressed. He will use the book during test periods only, hence a very cheap edition will serve.

If possible, there should be set aside each year for the use of the department a small sum as a fund from which may be purchased copies of the new texts or pedagogical works which the instructor wishes to examine. The value of this will be made apparent in the increased power and wider outlook of the teacher, who thus makes use of the latest product of endeavor in his special field.

#### LANTERN SLIDES

All education is tending more and more toward concreteness. The modern teacher welcomes anything which will cause the

<sup>1</sup> F. Kluge and F. Lutz, *English Etymology*, Boston, 1907; or W. W. Skeat, *Etymological Dictionary of the English Language*, last ed., Oxford, 1911.

<sup>2</sup> Some standard works are: C. M. Gayley and F. N. Scott, *Introduction to Methods and Materials of Literary Criticism*, Boston, 1899; W. H. Hudson, *An Introduction to the Study of Literature*, Boston, 1911; W. H. Crawshaw, *The Interpretation of Literature*, New York, 1896; C. T. Winchester, *Some Principles of Literary Criticism*, New York, 1899; W. B. Worsfold, *The Principles of Criticism*, New York and London, 1902.

<sup>3</sup> Percival Chubb, *On the Teaching of English*, New York, 1904; or G. R. Carpenter, F. T. Baker, and F. N. Scott, *The Teaching of English*, New York, 1904.

<sup>4</sup> As Trent, Hanson, and Brewster, *An Introduction to the English Classics*, Boston, 1910; Marsh and Royster, *Teacher's Manual for the Study of English Literature*, Chicago, 1902; F. M. Tisdell, *Studies in Literature*, New York, 1913.

student's mind to react more quickly and surely. Many schools are provided with the projection lantern,<sup>1</sup> which, with its slides, is an especially valuable piece of apparatus. It may be used in all grades and departments, each of which should have its own slides to be used as supplements to the text. They deepen the impression made by reading, and, in some cases, actually reveal the meaning. To most students it is not given to see a literary play presented by artists. A substitute is furnished by a set of slides showing important scenes. Not everyone can visit Scotland, but a view of Loch Katrine may stimulate a sluggish imagination.

Oral English is a topic often discussed. Here slides will be of great advantage. The lantern may be operated by one student. Another, standing before the class, will tell what he knows of interest about each of a series of related views, as it is flashed upon the screen. This will fix more firmly the results of his previous study of both slides and text, for he who gives knowledge receives as much as is given. Greater than this will be the effect upon the student's powers of oral expression. His language must of necessity be his own, and he will strive for correctness and accuracy of statement. He learns to project his voice. Realizing that he is in a sense a public speaker, he will, after a few trials, make himself easily understood by each member of his audience. Self-consciousness will disappear in the partially darkened room. Even the most embarrassed pupil will present his ideas simply and naturally. As the speaker takes his seat, a second takes his place, with no loss of time. After the talks are ended, the topic may be made the subject of an oral quiz. The awkward boy, the shy pupil, will recite readily, since he has already given his prepared talk, and, too, he has been receiving ideas from both the screen and the talks of his classmates.

A review may be conducted along similar lines. A picture is allowed to remain upon the screen for two minutes. At the end

<sup>1</sup> This apparatus may be had of Underwood & Underwood, 12 West 37th St., New York; the Riley Optical Instrument Co., 150 Fifth Ave., New York; Williams, Brown & Earle, Philadelphia; William H. Rau, 238 South Camac St., Philadelphia; McIntosh Stereopticon Co., Chicago; T. A. McAllister Co., 49 Nassau St., New York; the Keystone View Co., Meadville, Pa.; York & Son, York House, 3 Emperor's Gate, South Kensington, London, W.

of this time a pupil is called upon, at random, for description. A second view falls to the lot of another pupil. In case of hesitation the slide may be returned. Written composition may be stimulated in the same way, by having all the students write about the same picture, after having studied it for a short time.

Before the topic has been discussed at all, the teacher may talk upon it, using the slides as illustrations. But these talks should be so rare as to leave with the class the chief responsibility.

Occasionally some class or club in the school may give a literary "evening," to which are invited the other students and the patrons. For this, each talk is carefully prepared, and one or two rehearsals may be found necessary. In case the school is so small that the immediate purchase of a lantern would not be wise, it may be found expedient to hire<sup>1</sup> a complete set, including lantern and selected slides, for these entertainments. A small fee may be charged, and the proceeds applied toward the purchase of the lantern.

Each school building should, if possible, have a large room fitted with double blinds and other appliances necessary for the use of the lantern in the daytime.

#### THE STEREOGRAPH

Schools which cannot furnish the lantern and slides might perhaps provide a number of stereoscopes and stereographs<sup>2</sup> for each class. Like the lantern, the stereoscope shuts the pupil away from outside influences, thus securing a greater intensity of impression. More than this, the combined views produce a sense of perspective, which gives a stronger notion of reality than any flat picture will yield. Hence, again, the clearness and duration of the impression. That school is fortunate which can employ the stereograph as a supplement to the lantern. The former may be used by individuals in study periods or outside of school hours. Recitation may be made from the lantern slides, using the same

<sup>1</sup> The Riley Optical Instrument Co. and the Keystone View Co. have lanterns for hire.

<sup>2</sup> Sold by Underwood & Underwood and by the Keystone View Co., together with lantern slides.

pictures as the stereographs previously studied. The attention of all is drawn to the same view at the same time, thus affording a topic for free discussion.

These aids will not be used so frequently as to become a matter of course. Each teacher will detect the first signs of a decline in interest. Nor are they always to be made use of in the same way. Above all, they are intended, not to supplant the text, but to supplement it.

#### PRINTS AND POSTCARDS

A cheaper substitute for the stereograph is found in the pictures with which every teacher may be provided at a minimum cost. Plain or colored prints<sup>1</sup> can be procured, either singly or in packets whose contents have been selected with reference to some distinct phase of study, as authors, Shakespeare pictures, Arthurian subjects, English castles and cathedrals. There are packets suited to each grade, and to the high school. Pictures on Greek, Roman, and Egyptian topics are available, as are many others. All of these may be used by the English teacher; for literature is the common denominator of all phases of life.

Inexpensive postcards showing places of interest are the possession of each teacher today. Railway companies furnish without charge folders containing views of literary shrines. In addition may be used the illustrations found in texts, as well as in reference books.<sup>2</sup>

#### PICTURES AND BUSTS

Various "properties" of a cultural nature are not to be ignored in the modern schoolroom. They are to the student of literature what his apparatus is to the scientific student. Wall pictures should be chosen for their combined literary and artistic value. A picture of a scene or event prominent in English literature may seem to some, perhaps, of more value than a portrait. But por-

<sup>1</sup> From George P. Brown & Co., 38 Lovett St., Beverly, Mass.; A. W. Elson & Co., 2 A Park St., Boston; the Perry Pictures Co., Boston. Prices one-half cent each, and upward.

<sup>2</sup> A good reference text of this nature is R. Garnett and E. Gosse, *English Literature, An Illustrated Record*, 4 vols., London and New York, 1903-4.

traits and busts of authors should be provided when possible. Through this means the student is made familiar with the author's personality, and, as a consequence, often becomes interested in him and in his work.

In addition to photoprints,<sup>1</sup> there may be obtained at reasonable prices bas-relief portraits,<sup>2</sup> and reproductions of the work of famous sculptors, with themes classical and modern.

#### THE PHONOGRAPH

Equipment for visual instruction is not all. The ear may be appealed to in these days when the phonograph is available. In classwork, its use would have much pedagogical value. Records of Old English songs, of Shakespearean lyrics, of Old English ballads, would have interest in connection with the study of the English lyric. Songs martial and tender, such as Kipling's "Danny Deaver" and lyrics from Tennyson's "Princess," would stimulate interest in modern verse. If not utilized during class periods, these records would be appropriate at meetings of English clubs for young students.

The use of such aids as have been suggested in the foregoing pages may easily be overdone. Courses in which much ground is to be covered afford little time for anything besides the daily routine. Yet the occasional use of outside helps adds interest and may often prove profitable. Such devices are already employed in the teaching of history and of foreign languages, and they may well be utilized from time to time in classes in literature.

<sup>1</sup> The Perry Pictures Co., A. W. Elson & Co., George P. Brown & Co., the Goder-Heimann Co.

<sup>2</sup> The Goder-Heimann Co.